



HLC Accreditation Evidence

Title: Instructional Review Reports –

Examples: Student Learning Response

- Emergency Management/Homeland Security
- Fine Arts

URL:

Office of Origin: Vice President of Instruction

Contacts:

- Coordinator of Assessment

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Developmental Education

Reporter(s): Carol Murphy

General Information

Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note “non-applicable.”

- Describe the instructional area and its purpose.
 - **Developmental Purposes:** To preserve and make possible educational opportunities for each post-secondary learner. To ensure proper placement by assessing each learner’s level of preparedness for college course work. To develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals. To enable learners to acquire the knowledge and skills needed to succeed in mainstream college courses. To increase student retention.

- How does the instructional area advance Barton’s mission and support the College’s ENDS statements?
 - As developmental educators at Barton Community College, we believe in maximizing the potential of our students and ourselves. We believe in the rights of all students to excellent post-secondary educational experiences; therefore, we strive to achieve and maintain excellence in all our teaching and learning endeavors. It is our mandate to help students overcome any barriers that would hinder their personal and academic success.
 - We create a learning environment in which faculty, staff, and administration employ the best practices in their field, promote individual initiative, honor diversity, empower independent learning, and encourage risk taking, active learning, problem-solving, and critical thinking while we model a lifelong commitment to learning.
 - Developmental education at Barton Community College provides a post-secondary educational opportunity, sensitive and responsive to the individual differences and special needs among learners. To facilitate academic preparedness, we support diagnostic testing and placement, develop and provide general and discipline-specific learning strategies, and assist students in coping with barriers to learning.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
 - After the challenges with developmental students attending classes via Zoom, the majority are back to in-person only. Students are showing more involvement and success in math and reading with the F2F format. Exceptions allowing attendance via Zoom are made for specific circumstances.

- The challenges for Developmental Education entail offering the number of courses and seats to meet the needs of the students. Fall is especially difficult to have enough instructors and enough rooms to fulfill the demand. Another challenge for instructors is the additional need to work with students who are not only academically challenged, but also often lack effective non-cognitive skills.
- Since the last instructional review:
 - College Prep Math instructors revised the math modules to better fit course competencies and to delete redundancy.
 - Developmental English and Reading courses as well as Student Success have been added to BOL.
 - Integrated Reading and Writing classes are being created to replace the separate Reading and Writing courses.
 - The DE Team is reviewing the need to revise the Student Success course and/or recommend expanding student orientation

- How does the area serve, support and/or collaborate with other Barton instructional areas?
 - Developmental course competencies for each course discipline are aligned with the competencies for the specific entry level college course.
 - Communication is maintained with instructors of the gateway courses to ensure students are entering their courses with the needed skills. Data is also collected on a yearly basis to track the level of success for transition from developmental coursework to college-level courses.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?
 - Non-applicable

- Does the instructional area have an advisory board? If so, please describe its membership and activities.
 - Non-applicable

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.
 - Developmental English and Reading
 - Jaime Abel - Great Bend campus
 - Paulia Bailey - Great Bend campus
 - Kim Bradney
 - Justin Brown – Great Bend campus
 - Melissa Hardwick
 - Abby Howe - Great Bend campus
 - Stephanie Joiner - Great Bend campus
 - Scott McDonald - Great Bend campus
 - Erin Renard
 - Carol Murphy - Great Bend campus

- Developmental Math
 - Amber Bebout
 - Kim Bradney
 - Patrick Busch - Great Bend campus
 - Ange Davied
 - John Denny
 - Nolan Esfeld
 - Jessica Fullen
 - Addie Goymerac
 - Jo Harrington - Great Bend campus
 - Kristen Hathcock - Great Bend campus
 - Brian Howe - Great Bend campus
 - Andrea Jenkins – Great Bend campus
 - Sam Kline-Martin - Great bend campus
 - Ken Kolembe
 - Amber Pflughoeft
 - Laura Schlessiger - Great Bend campus
 - Jann Sherman - Great Bend campus
 - Jessica Struck
 - Jim Turner
 - Developmental Lab Coordinator
 - Carol Beck - Great Bend campus
- What faculty professional development activities have been completed since the last instructional review?
 - Certain instructors participated in webinars and in NISOD workshops. There was not a structured activity for all developmental faculty. Math instructors have gone to the AMATYC Conference where many of the workshops offered concern developmental education.
 - Are there any professional development requests unmet?
 - No
 - If applicable, discuss program accreditation status.
 - Non-applicable

Data Analysis

Please utilize the following link (<https://app.powerbi.com/home>) to gain access to the Instruction Power BI app. Click on “Reviews” on the left-hand blue column and then click on “Instructional Review.” Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Grade distribution is a bit skewed, but the majority of students had a B average.
 - Section fill rate could be better (in the 85% average consistently) but is at respectable level.
 - The number of full-time students has not changed dramatically. Overall enrollment numbers have decreased.
 - Notable discrepancies or gaps in demographics [gender, race, and age].
-
- Applicant Statistics
Does not apply

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	WELDING TECHNOLOGY	1	1	3	
AY 2020-2021	WELDING TECHNOLOGY	1	3	9	1
AY 2018-2019	Undecided-Major Not Declared	34	43	131	30
AY 2019-2020	Undecided-Major Not Declared	27	37	119	18
AY 2020-2021	Undecided-Major Not Declared	17	33	99	17
AY 2018-2019	TECHNICAL ACCOUNTING SPECIALIST	2	2	6	1
AY 2019-2020	TECHNICAL ACCOUNTING SPECIALIST	1	1	3	
AY 2020-2021	TECHNICAL ACCOUNTING SPECIALIST	1	1	3	1
AY 2018-2019	SCALE TECHNICIAN	1	1	3	1
AY 2020-2021	SCALE TECHNICIAN	2	2	6	2
AY 2018-2019	REGISTERED NURSING	1	1	3	1
AY 2018-2019	PRACTICAL NURSING	29	38	116	26
AY 2019-2020	PRACTICAL NURSING	23	31	99	15
AY 2020-2021	PRACTICAL NURSING	17	33	99	17
AY 2018-2019	PHARMACY TECHNICIAN	6	9	25	5
AY 2019-2020	PHARMACY TECHNICIAN	13	17	51	13
AY 2020-2021	PHARMACY TECHNICIAN	8	9	27	7
AY 2018-2019	PARAMEDIC	3	6	18	2
AY 2019-2020	PARAMEDIC	2	4	16	1
AY 2018-2019	OCCUPATIONAL SAFETY AND HEALTH	1	3	9	1
AY 2019-2020	OCCUPATIONAL SAFETY AND HEALTH	2	6	18	2
AY 2020-2021	OCCUPATIONAL SAFETY AND HEALTH	1	3	9	1
AY 2019-2020	NURSING AIDE	1	2	6	1
AY 2020-2021	NURSING AIDE	1	1	3	1
AY 2018-2019	Non-Degree Seeking	166	200	602	100
AY 2019-2020	Non-Degree Seeking	118	154	462	71
AY 2020-2021	Non-Degree Seeking	103	133	395	64
AY 2018-2019	NETWORKING SPECIALIST	3	8	24	2
AY 2019-2020	NETWORKING SPECIALIST	2	4	12	2
AY 2020-2021	NETWORKING SPECIALIST	7	14	42	5
AY 2018-2019	NATURAL GAS TRANSMISSION & DISTRIBUTION TECHNICIAN	2	4	12	2
AY 2020-2021	NATURAL GAS TRANSMISSION & DISTRIBUTION TECHNICIAN	9	18	54	9
AY 2019-2020	MENTAL HEALTH TECHNICIAN	1	3	9	1

AY 2018-2019	MEDICAL LABORATORY TECHNOLOGY	13	21	62	11
AY 2019-2020	MEDICAL LABORATORY TECHNOLOGY	14	20	60	11
AY 2020-2021	MEDICAL LABORATORY TECHNOLOGY	20	29	87	13
AY 2019-2020	MEDICAL CODING	1	1	3	1
AY 2020-2021	MEDICAL CODING	1	1	3	
AY 2018-2019	MEDICAL ASSISTANT	1	6	18	1
AY 2019-2020	MEDICAL ASSISTANT	2	6	22	1
AY 2020-2021	MEDICAL ASSISTANT	2	10	30	1
AY 2019-2020	MEDICAL ADMINISTRATIVE TECHNOLOGY	4	4	12	4
AY 2020-2021	MEDICAL ADMINISTRATIVE TECHNOLOGY	1	1	3	1
AY 2018-2019	LIBERAL STUDIES	492	1395	4208	368
AY 2019-2020	LIBERAL STUDIES	517	1422	4368	398
AY 2020-2021	LIBERAL STUDIES	426	1227	3839	318
AY 2020-2021	HAZARDOUS MATERIALS MANAGEMENT	1	2	6	1
AY 2018-2019	GENERAL STUDIES	93	161	469	64
AY 2019-2020	GENERAL STUDIES	101	163	481	67
AY 2020-2021	GENERAL STUDIES	80	125	369	61
AY 2020-2021	EMERGENCY MEDICAL TECHNICIAN	1	1	3	1
AY 2018-2019	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	2	4	12	1
AY 2019-2020	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	3	6	18	2
AY 2020-2021	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	2	4	12	1
AY 2018-2019	EARLY CHILDHOOD	3	5	15	3
AY 2019-2020	EARLY CHILDHOOD	5	7	21	5
AY 2020-2021	EARLY CHILDHOOD	1	2	6	1
AY 2019-2020	DIETARY MANAGER	1	1	3	1
AY 2018-2019	CRIMINAL JUSTICE	17	66	210	12
AY 2019-2020	CRIMINAL JUSTICE	20	66	202	17
AY 2020-2021	CRIMINAL JUSTICE	10	44	140	6
AY 2019-2020	CORRECTIONS PROGRAM	2	4	12	2
AY 2019-2020	CORRECTIONS	2	4	12	2
AY 2018-2019	CHILD DEVELOPMENT	1	2	6	1
AY 2020-2021	CHILD DEVELOPMENT	1	2	2	1
AY 2018-2019	BUSINESS MANAGEMENT AND LEADERSHIP	12	48	148	12
AY 2019-2020	BUSINESS MANAGEMENT AND LEADERSHIP	13	30	90	12
AY 2020-2021	BUSINESS MANAGEMENT AND LEADERSHIP	9	22	66	8
AY 2018-2019	BUSINESS ADMINISTRATIVE TECHNOLOGY	3	3	9	3
AY 2019-2020	BUSINESS ADMINISTRATIVE TECHNOLOGY	2	2	6	1
AY 2020-2021	BUSINESS ADMINISTRATIVE TECHNOLOGY	3	4	12	2
AY 2018-2019	AUTOMOTIVE TECHNOLOGY	1	4	12	1
AY 2019-2020	AUTOMOTIVE TECHNOLOGY	2	12	36	2
AY 2018-2019	AGRICULTURE BUSINESS MANAGEMENT	1	1	3	1
AY 2020-2021	AGRICULTURE BUSINESS MANAGEMENT	1	1	3	1
AY 2018-2019		363	485	1493	242
AY 2019-2020		398	532	1608	261
AY 2020-2021		474	669	2057	337
Total		2852	7450	22750	2,082

- Demographics (Gender, Age, Race & Residence)

AcademicYear F M Total

AY 2018-2019	654	459	1,113
AY 2019-2020	685	441	1,126
AY 2020-2021	651	426	1,077
Total	1,687	1,165	2,852

AcademicYear 17 and Under 18 to 25 26 to 35 36 to 45 46 to 55 56 to 65 66 and over Total

AY 2018-2019	1	669	276	110	49	7	1	1,113
AY 2019-2020	1	731	247	111	30	5	1	1,126
AY 2020-2021	6	699	241	96	28	7		1,077
Total	8	1,790	669	270	96	17	2	2,852

AcademicYear	American Indian/Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaii/Pacific Islander	Nonresident Alien	Race/Ethnicity Unknown	Two or more races	White	Total
AY 2018-2019	17	35		208	168	10	2	16	62	595
AY 2019-2020	16	35		201	146	7	2	13	73	633
AY 2020-2021	15	44		190	156	10	1	12	75	574
Total	44	99		491	407	23	5	36	179	1,568

AcademicYear Barton County Resident Foreign Kansas Resident Non-Kansas Resident Total

AY 2018-2019	363		92	568	152	1,113
AY 2019-2020	397	121	83	483	126	1,126
AY 2020-2021	441	83	45	434	162	1,077
Total	1,092	194	203	1,417	417	2,852

- Program Majors
Does not apply

- New Students

AcademicYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	363	479	359	32	1,113
AY 2019-2020	397	496	332	25	1,126
AY 2020-2021	441	455	300	14	1,077
Total	1,092	1,357	977	71	2,852

- Time Status (Full/Part-time)

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	937	204	1,113
AY 2019-2020	985	182	1,126
AY 2020-2021	948	164	1,077
Total	2,485	526	2,852

- Student Performance/Grades for **All Students** in Program Courses

AcademicYear	A	B	C	D	F	I	W	XF	Total	
AY 2018-2019	2	722	784	362	105	371	4	166	1	2517
AY 2019-2020		726	729	379	76	427	16	186		2539
AY 2020-2021		714	722	312	97	410	6	133		2394
Total	2	2162	2235	1053	278	1208	26	485	1	7450

- Program Awards
Does not apply

- Venue – Credit Hours

AcademicYear	BartOnline	EduKan	Fort Leavenworth	Fort Riley	Main Campus	Total
AY 2018-2019	2,067	57		597	1,263	3,633
AY 2019-2020	2,307	25		531	1,386	3,500
AY 2020-2021	2,586	30		489	1,047	3,232
Total	6,960	112		1,617	3,696	10,365

- Section Fill Rate (Enroll/Max Enroll)

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	70.01 %	133.33 %	3.33 %	73.33 %
AY 2019-2020	69.54 %	200.00 %	3.33 %	70.00 %
AY 2020-2021	74.37 %	150.00 %	4.00 %	80.00 %

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Developmental Education - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark and two of the three are above the aspirational benchmark of 80%.

PLO 1: Demonstrate comprehension of the rudimentary reading, writing, and math skills

PLO 2: Apply critical thinking to create, expand, and solve problems

PLO 3: Use, demonstrate, and identify appropriate communication and collaboration across various contexts (i.e., intrapersonal, small group)

PLO	% Met	Trending
DEVE_PLO_1	78.49%	Up
DEVE_PLO_2	80.20%	Down
DEVE_PLO_3	81.11%	Up

Competencies Below 70% Benchmark

Of the 83 competencies tied to the PLOs, the following were below the 70% benchmark.

Course	Competency	% Met
EDUC 1103	A4. Increase memory skills by learning various methods to improve the ability to recall information	56.32%
EDUC 1103	D2. Identify and use electronic resources	63.04%
EDUC 1103	D1. Identify and use print resources	64.13%
MATH 1809	A18. Estimate the square root of a whole number	64.57%
EDUC 1103	B2. Explain general college terms and criteria necessary for college success	68.54%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.

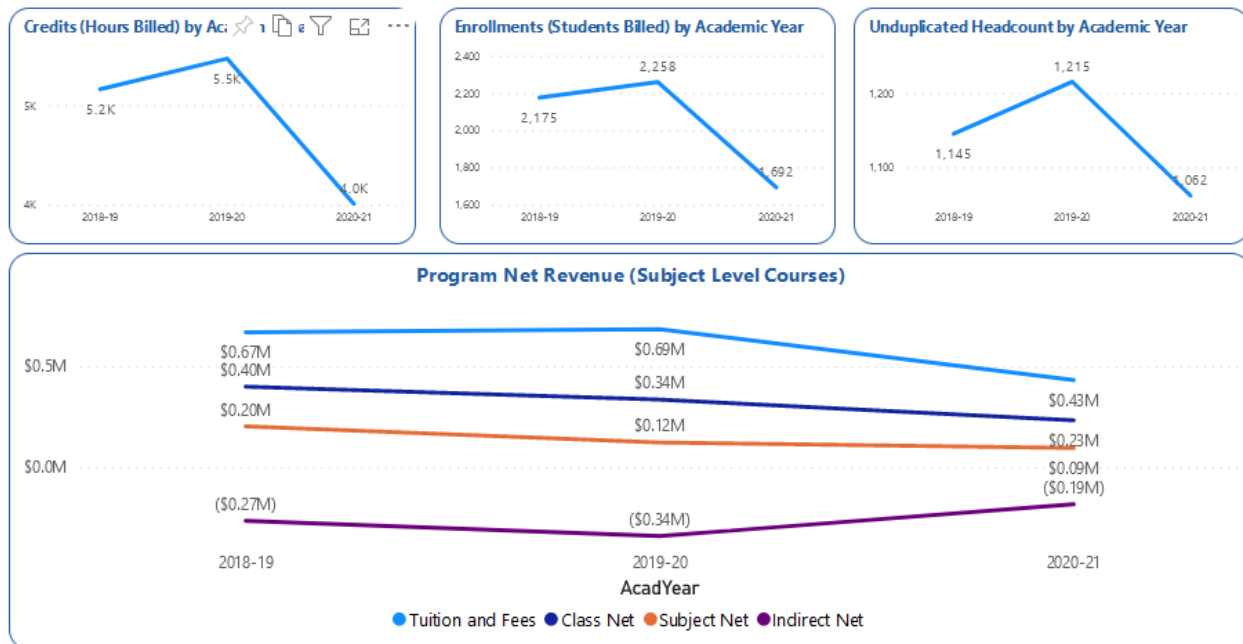
Course	Competency	% Met
MATH 1815	D3. Solve equations with no solutions or all real numbers solution sets	0.00%
EDUC 1103	A4. Increase memory skills by learning various methods to improve the ability to recall information	45.45%
EDUC 1103	D2. Identify and use electronic resources	56.52%
EDUC 1103	D1. Identify and use print resources	58.70%
EDUC 1103	B2. Explain general college terms and criteria necessary for college success	63.04%
MATH 1809	A18. Estimate the square root of a whole number	63.06%
EDUC 1103	C1. Demonstrate the ability to work in a small group	68.89%

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
 - There is a clear trend showing the need for more instructional assistance with non-cognitive skills covered in EDUC 1103. The Developmental Team and the Student Success instructors will discuss ways to best respond to the specific competencies listed as having low learning rates. The Team will also consider how these competencies could be improved through Orientation and/or faculty professional development.
 - Determine the causes for the drop in success in PLO 2 to consider improvements or revisions in coursework.
- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
 - Updates have been made to CPM videos and assignments.
 - Integrated courses for Reading and Writing are being designed for Fall 2022 implementation. Instructors are reviewing curricular options to find material that addresses the reading and writing competencies.
- What strategies do you utilize to achieve instructional quality and student engagement?
 - Classroom Assessment techniques
 - Meetings with instructional teams [ex. CPM instructors]
 - Instructor evaluations
 - Classroom visits

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	\$722,545	(\$322,600)	\$15,040	(\$26,200)	(\$244,043)	(\$15,566)	(\$470,704)	(\$341,530)	\$129,175
2019-20	\$721,034	(\$385,320)	\$18,045	(\$28,291)	(\$224,272)	(\$5,257)	(\$466,274)	(\$370,334)	\$95,940
2020-21	\$443,716	(\$211,268)	\$11,875	(\$28,447)	(\$198,416)	(\$10,618)	(\$280,480)	(\$273,640)	\$6,841



- Summarize the instructional area's fiscal stability, contributions, or losses.
 - The drop in headcount is a bit more than the overall the College experienced last year which caused a loss in student revenue.
 - Last Fall Barton was still feeling the effects of COVID. There was a decrease in the percent of first time in college students in Fall 2020 as compared to the previous fall. Being frugal and retaining students are not always compatible objectives.
- What strategies are recommended to enhance the area's revenue generation?
 - Increase fill rates for developmental courses which would increase revenue.
 - Check enrollments in afternoon classes and determine what impacts enrollment in these classes.
 - Important to note that the purpose of developmental education is not monetary or revenue focused.
- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
 - Getting instructors for the number of classes needed for CPM is difficult, especially in the Fall.
 - Since most developmental classes are individualized and use technology, classrooms appropriate for developmental classes are limited.

Strategic Planning

Considering the data, you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?
 - Defined goals /objectives.
 - Excellent instructors who understand developmental education and the unique needs of our students.
 - Cooperation and coordination between instruction, support services, advisement, testing, and tutoring / mentoring personnel.
 - Team committed to continually seek ways to improve the program and to provide quality instruction to meet students' needs.

- What needs improvement? What barriers exist that limits quality and effectiveness?
 - Differing perceptions as to what characterizes “developmental” and therefore not always being on the same page with pedagogical implementations.
 - Not enough staff or room availability to implement all of desired course additions/revisions.
 - Difficulty motivating at-risk students.
 - Lack of flexibility in classroom settings to fit student needs and developmental pedagogy.

- What opportunities exist to grow and/or strengthen the instructional area?
 - Opportunity to revise developmental English and Student Success to be more in line with developmental best practices.
 - State-wide focus on assessment and placement practices.
 - Professional development in developmental education best practices for instructors and support staff.

- What challenges limit the competitiveness, scope and delivery of the instructional area?
 - State support for developmental education is questionable for the future.
 - Staff changes and not enough instructors for developmental education.
 - Shortage of personnel trained in developmental education and/or learning disabilities.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.
 - Develop methods for early identification of students who need Developmental Education courses.

The testing coordinator, the team working with international students, and others in VP Maddy's area are continuing a pilot project for early testing.
 - Revise CPM modules to shorten the time needed to complete the developmental sequence and still learn the required competencies.

Instructors have revised each module, eliminating problems not covered in the competencies and merging some assignments while deleting problems that are not needed or are confusing. These changes will go into effect in Fall 2021.
 - Increase the overall first-year academic achievement for students in developmental courses.

Bridge Agreement data showed an increase in the GPA. A Student Center for Academic Developmental opened in Fall 2021 and will offer help for students struggling academically.
 - Collaboration with Student Services, Student Academic Development and Developmental Education to assess programming [Student Success class, Barton Playbook, Orientation] for first-year students across the college system.

Expand the Student Success course to include all students, not only DE.

Create an online course / course for Ft. Riley and Ft. Leavenworth. Two online instructors have been hired and one instructor to cover Forts Riley and Leavenworth.

Suggestions to consider:

 - ◇ Expand Orientation for first-year students [full and part time].
 - ◇ Implement a first-year experience program or first year seminars.
 - ◇ Use of mentors {faculty, staff, peer} or academic coaches.
- Were they completed and if so, what was the outcome?
 - Goal 2 is completed. The revisions have helped students successfully complete the modules in a shorter timeframe.
 - The objective to expand the Student Success course to BOL and to both Forts Riley and Leavenworth was completed.
- If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.
 - Goal 1 will continue after the pilot data is reviewed.
 - Goal 3 is being carried forward with the advisors and the Student Center for Academic Development.
 - Goal 4 was partially completed with the expansion of the Student Success course. The results from research generated by the Student Success Academy will determine what direction is taken concerning orientation, first-year seminars, and mentoring/academic coaching. The Developmental Team will not be guiding the project since the scope includes all new students, not only developmental.

- Please identify goals for the 2021-2023 timeframe.
 - Goals should be limited to three.
 - **A minimum of one goal needs to support student learning**
 - Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

Goal 1: Redesign the reading and writing courses following an integrated instructional approach.

Goal 2: Improve the competencies from EDUC 1103 listed on the Assessment of Student Learning report as being below the benchmark.

- What resources and/or support are needed to accomplish the goals?
 - Material appropriate for each level of developmental reading and writing.
 - Support from advisors and student services in helping students know how the new format works.

- What are the recommended actions to achieve the goals?

Goal 1: Redesign the reading and writing courses following an integrated instructional approach.

 - Determine the prerequisites and placement scores for the new basic level course, foundations of Reading and Writing.
 - Revise prereqs for Integrated Reading and Writing (current intermediate level course).
 - Submit new and revised syllabi to LICC.
 - Select curriculum.
 - Decide if there will be additional technology needs and, if so, add requests to Strategic Planning.

Goal 2: Improve the competencies from EDUC 1103 listed on the Assessment of Student Learning report as being below the benchmark.

- Meet with Student Success instructors to discuss the results of the program assessment, specifically the competencies connected to EDUC 1103 [A4, B2, C1, D1, D2].
- Develop strategies to increase the understanding and application of the listed competencies.

Review Summary

Instructor & Coordinator/Department Chair Comments

Developmental Education is a vital component of Barton's mission. We strive to provide quality education for a diverse population and to enable each student an opportunity to grow, learn, and advance in either academia or the workforce. Our goals continue to center around student success. The instructors and the DE Team endeavor every year to be innovative, to follow the best practices for developmental education, and to provide instruction and guidance for each student's needs.

Dean Comments

I appreciate that this program is all about continuous improvement and responds in a timely manner to data changes and national trends. I am supportive of the curricular change connecting reading and writing in developmental coursework. I am also supportive of the curricular changes in the mathematics area as well as we are responding to national trends.

I am supportive of the EDUC 1103 goal and, if some positive achievement change can occur there, would help in the overall scoring of how our developmental students are doing. Looking forward to the conversations and ideas coming from those chats.

Carol Murphy
Instructor & Coordinator/Department Chair

12/14/2021

Date

Brian Howe
Dean

12/14/21

Date

Vice-President's Response

Thank you for submitting the Developmental Education instructional review. The report provides a solid review of current operations and future planning. I appreciate the obvious passion and commitment that echoes through the narrative!

I have followed up with VP Angie Maddy and Director Stephanie Joiner specific to three of the 2019-2021 goals that are shifting to their leadership. I appreciate the work that was done to address these goals during the review period and the transparency of next steps moving forward.

I approved the cited goals in this review:

Goal 1: Redesign the reading and writing courses following an integrated instructional approach.

Goal 2: Improve the competencies from EDUC 1103 listed on the Assessment of Student Learning report as being below the benchmark.

I am curious about the following that was included in "what needs improvement?" I would be interested in more information and to learn whether or not this is being discussed in strategic planning.

- Lack of flexibility in classroom settings to fit student needs and developmental pedagogy.



Vice-President of Instruction

1/25/22

Date

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: November 23, 2021

Instructional Area: Emergency Management/Homeland Security

Reporter(s): Lindsay Holmes

General Information

Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note “non-applicable.”

- Describe the instructional area and its purpose.
The Emergency Management/Homeland Security (EMHS) program currently offers three 1-year certificate options and a 2-year associate’s degree. The objective of the EMHS program is to provide students and current emergency managers those skills required to perform at various levels within the emergency management field.
- How does the instructional area advance Barton’s mission and support the College’s ENDS statements?
The Emergency Management/Homeland Security program strives to provide quality educational opportunities that meet workforce needs. We follow the guidance of our advisory committee and business & industry partners to ensure we are staying up-to-date with our course offerings. This program works to advance Barton’s mission and support the ENDS statements of the College through providing an educational experience that is beneficial to the students.
- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
This year we finalized the addition of two new CERT1 options for the EMHS program. These certificates were recommended by our Advisory Committees as a way to boost the number of ‘exited and employed’ students associated with the EMHS program. They are shorter in length (18 credit hours) than the original CERT2 (34 credit hours) allowing students to earn a credential quickly while working toward the associate’s degree option.

PowerBI has been a huge improvement for us since the last instructional review. We are able to use this program to track nearly every aspect of the program. We are able to pull real-time information about topics such as enrollment, completers and student demographics with just a few clicks of the mouse. This allows us to gather pertinent program information quickly

without waiting on data requests which has streamlined a lot of our processes.

We continue to address the challenge of increasing enrollments to generate revenue for our program. We work hard to find new contract opportunities through our Business & Industry partners to further boost our program.

- **How does the area serve, support and/or collaborate with other Barton instructional areas?**

The Emergency Management/Homeland Security program works together with the HZMT and OSHA programs and many of our students end up completing multiple degrees and/or certificates because of the way the curriculum works together.

We have also worked closely with the Workforce Division this year to assist with the creation of a Cyber Security certificate program. Members of our advisory committee have provided letters of support to be included in the paperwork accompanying the request for this program to KBOR. The intention is to make one or more of the courses included in this certificate curriculum required for the EMHS program students once it's approved.

- **List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?**

Our students continue to be the main focus of all of our efforts with the Emergency Management/Homeland Security program. With that being said, we are not blind to the fact that contracts and Business & Industry partnerships are a critical part of our operations within this program. We are dedicated to maintaining solid working relationships with our current partners including (but not limited to):

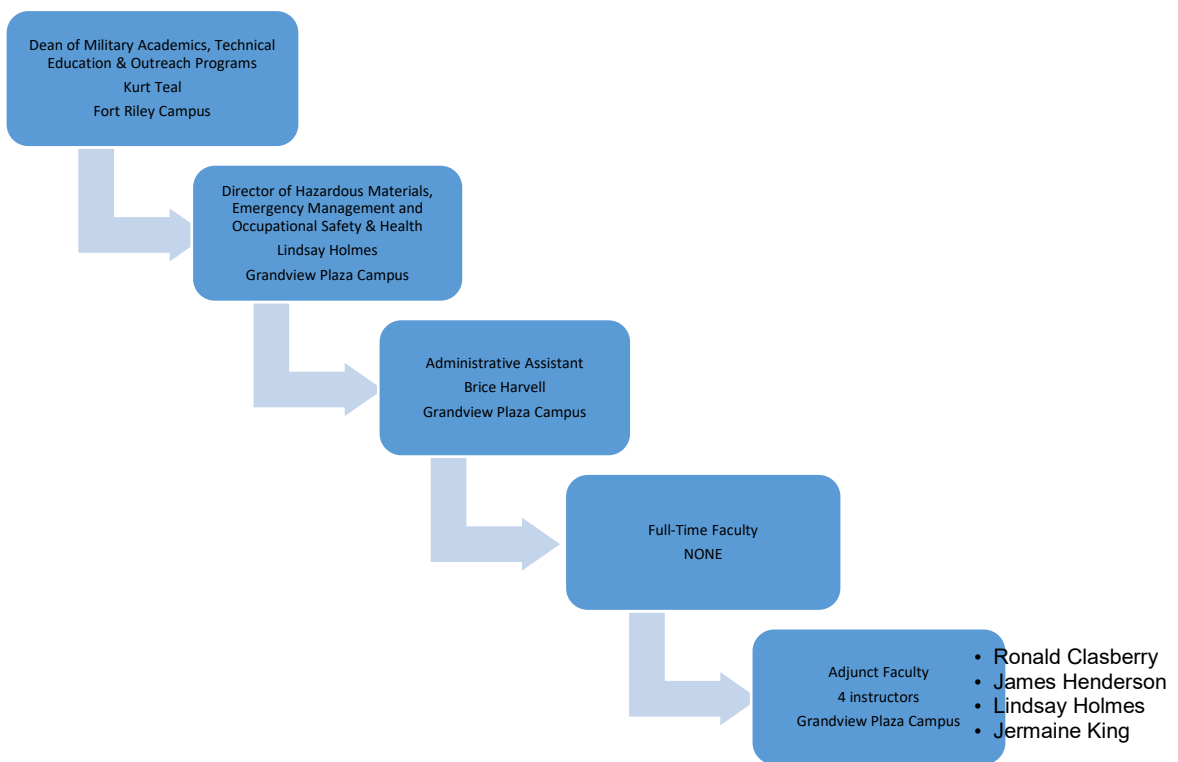
- Partnership for Environmental Technology Education (NPETE)
- National Institute of Environmental Health Sciences (NIEHS)
- Community College Consortium of Health & Safety Trainers (CCCHST)
- Kansas Department of Agriculture (KDA)
- Kansas Division of Emergency Management (KDEM)
- Kansas Emergency Management Association (KEMA)

- **Does the instructional area have an advisory board? If so, please describe its membership and activities?**

The Advisory Committee for the EMHS program is created for the purpose of working with Barton Community College to provide advisement on matters that directly concern the EMHS program. The specific purposes of the Committee may include the following responsibilities:

- assist the program in setting priorities, including participating in ongoing planning activities of the program

- determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations in the community
 - assist in program evaluation and improvement
 - assist in placing students at employment sites
 - facilitate cooperation and communication between the program and the community
- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.



- What faculty professional development activities have been completed since the last instructional review?

The instructional faculty for the EMHS program are all adjunct faculty members so participation in professional development is generally limited to participation in BartONLINE Adjunct Faculty meetings (2 per year) and the annual All Faculty Meeting held in August each year. Instructors are all also encouraged to participate in CougarTALEs offerings in the Spring and Fall of each year and the Third Wednesday discussions hosted by the Faculty Council each month.

- Are there any professional development requests unmet?
None at this time.
- If applicable, discuss program accreditation status.
n/a

Data Analysis

Please utilize the following link (<https://app.powerbi.com/home>) to gain access to the Instruction Power BI app. Click on “Reviews” on the left hand blue column and then click on “Instructional Review.” Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Applicant Statistics

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Emerg Mgmt/Homeland Security	16	9	5		
AY 2019-2020	Emerg Mgmt/Homeland Security	24	14	8	1	1
AY 2020-2021	Emerg Mgmt/Homeland Security	18	5	4		
Total		58	28	17	1	1

AcadYear	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019		13	3	16
AY 2019-2020	1	13	10	24
AY 2020-2021		9	9	18
Total	1	35	22	58

AcadYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019		4	3	1	8
AY 2019-2020		5	4		15
AY 2020-2021		2	4	1	11
Total		11	11	2	34

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	15	76	226	1
AY 2019-2020	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	16	92	278	2
AY 2020-2021	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	15	68	212	1
Total		43	236	716	4

We have seen an ebb and flow with the EMHS program headcounts over the past AY periods. We will continue to work towards an upward trend of this statistic.

- Demographics (Gender, Age, Race & Residence)

AcademicYear	F	M	Total
AY 2018-2019	5	10	15
AY 2019-2020	6	10	16
AY 2020-2021	2	13	15
Total	12	31	43

AcademicYear	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	Total	
AY 2018-2019		3	7	3	1	1	15
AY 2019-2020		3	6	6	1		16
AY 2020-2021			8	5	2		15
Total		6	20	12	4	1	43

AcademicYear	Asian	Black or African American	Hispanic of any race	Race/Ethnicity Unknown	Two or more races	White	Total	
AY 2018-2019	1		5	1		1	7	15
AY 2019-2020			1	1		1	13	16
AY 2020-2021			2	2	1	1	9	15
Total	1		7	4	1	3	27	43

AcademicYear	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019	12	3	15
AY 2019-2020	13	3	16
AY 2020-2021	9	6	15
Total	31	12	43

The majority of our students are males between the ages of 26-45 years old. Over 50% of our students have been of Caucasian ethnicity in the past three AY periods. We have been primarily serving KS residents.

Getting females and minorities into our Program has become a focus over the past 6 months. We are utilizing Perkins marketing dollars to promote the Emergency Management/Homeland Security program to females and minorities. These campaigns have included the purchase of smaller equipment to accommodate these demographics and marketing campaigns facilitated by the PR department. The most recent campaign showcased a former female student that is now working in Iowa as an Emergency Manager.

- Program Majors

AcademicY...	Major/Concentration	DegCode	Headcount
AY 2018-2019	Emerg Mgmt/Homeland Security	AAS	14
AY 2018-2019	Emerg Mgmt/Homeland Security	CERT2	1
AY 2019-2020	Emerg Mgmt/Homeland Security	AAS	14
AY 2019-2020	Emerg Mgmt/Homeland Security	CERT2	2
AY 2020-2021	Emerg Mgmt/Homeland Security	AAS	15
Total			43

- New Students

AcademicYear	Continuing/Former Student	First time/first year	Transfer Student	Total
AY 2018-2019	13	1	1	15
AY 2019-2020	11		5	16
AY 2020-2021	13	2	1	15
Total	34	3	7	43

- Time Status (Full/Part-time)

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	11	4	15
AY 2019-2020	12	4	16
AY 2020-2021	9	6	15
Total	30	14	43

The majority of our students maintain a full-time status throughout their educational journey. I would attribute this to financial aid requirements.

- Student Performance/Grades for **All Students** in Program Courses

AcademicYear	A	B	C	D	F	W	Total
AY 2018-2019	28	30	12	4	2		76
AY 2019-2020	52	12	12	2	10	4	92
AY 2020-2021	40	12	2	10	4		68
Total	120	54	26	2	24	10	236

Instructional Method	A	B	C	D	F	W	Total
ECBOL	114	54	20	2	20	10	220
ECHYB					2		2
ECOMP					2		2
F2F	6		6				12
Total	120	54	26	2	24	10	236

- Program Awards

AcadYear	Deg	Major/Concentration	Headcounts
AY 2018-2019	AAS	Emerg Mgmt/Homeland Security	5
AY 2018-2019	CERT2	Emerg Mgmt/Homeland Security	2
AY 2019-2020	AAS	Emerg Mgmt/Homeland Security	5
AY 2019-2020	CERT2	Emerg Mgmt/Homeland Security	3
AY 2020-2021	AAS	Emerg Mgmt/Homeland Security	4
AY 2020-2021	CERT2	Emerg Mgmt/Homeland Security	3

The completers for the EMHS program have remained fairly steady over the past 3 AY periods. We're hopeful with the addition of the CERT1 offerings we will be able to grow this number.

- Venue – Credit Hours

AcademicYear	BartOnline	Fort Leavenworth	Fort Riley	Grandview/Troop School	Total
AY 2018-2019	216			10	226
AY 2019-2020	252		22	4	278
AY 2020-2021	200	6		6	212
Total	668	6	22	20	716

- Section Fill Rate

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	34.76 %	90.00 %	6.67 %	20.00 %
AY 2019-2020	38.93 %	100.00 %	6.67 %	20.00 %
AY 2020-2021	30.10 %	110.00 %	6.67 %	21.67 %

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.

We developed the Student Learning Outcomes (SLOs) for the Emergency Management/Homeland Security program when we began participating in the formal Program Assessment project in the fall of 2018. Since that time we have averaged greater than 80% success rates with our students successfully completing the questions that are directly linked to the Student Learning Outcomes for each of the courses in the EMHS program.

We are consistently communicating with our adjunct faculty members to make them aware of the Assessment efforts we have in place to maintain these high success rates for all of our classes.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?

The majority of the curricular changes that have occurred since the last review were related to the addition of the CERT1 offerings. In the event that our success rate drops below the 80% mark we work with the affected instructors one-on-one to identify the areas that need improvement. A plan of action is then established to work towards the 80% success rate for any class(es) that need attention.

- What strategies do you utilize to achieve instructional quality and student engagement?

The Program Assessment project has been a great first step in implementing a standard format for assessing the instructional quality of our courses. By utilizing this information, we are able to provide quantitative data to the instructors for each course regarding their instructional efficiency or deficiencies. This information is discussed in the adjunct faculty evaluations of all instructors.

Student engagement is also assessed and those findings are addressed with the adjunct faculty members in their evaluations. We strive to have excellent instructor-to-student engagement in each class we offer. Any instructors that show areas of improvement are offered assistance and monitored until a satisfactory level of engagement is established and maintained.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

- Summarize the instructional area's fiscal stability, contributions or losses.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	\$242,939	(\$90,740)	\$279,711	(\$119,260)	(\$39,406)	(\$62,554)	(\$45,453)	\$165,235	\$210,688
2019-20	\$154,914	(\$75,283)	\$240,909	(\$118,837)	(\$35,892)	(\$28,501)	(\$34,880)	\$102,430	\$137,311
2020-21	\$181,972	(\$72,789)	\$185,107	(\$109,733)	(\$33,918)	(\$28,784)	(\$23,503)	\$98,351	\$121,854

The budget for the EMHS program is a combined budget with the Hazardous Materials Management (HZMT) program so the fiscal stability is a combined effort of both programs. The HZMT program has multiple grant-funded and contract courses that greatly support the fiscal stability of this program.

The decline in profit from AY 2018-19 and AY 2019-20 is attributed to training 67 fewer students (EMHS and HZMT) in AY 2019-20. This accounted for 182 fewer credit hours taught in that AY. There was a drop noted from AY 2019-20 to AY 2020-21 as well. This was smaller with only 4 fewer students trained accounting for 20 more credit hours taught in that period.

- What strategies are recommended to enhance the area's revenue generation?
Again, because of the joint budget for the EMHS and HZMT programs it is imperative that we continue to seek out grant/contract funding opportunities in both programs to maintain our financial stability.
- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
In the spring of 2022 we will be adding Virtual Reality simulation to our training program. We are currently setup to provide this new option for training but we will need to explore the possibility of additional technology needs. We will continue to work with IT through Strategic Planning and Technology Requests to allocate any software/technology we identify as mission critical in the future.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?

<u>STRENGTHS</u>
<ul style="list-style-type: none"> • Our team of instructors have a great deal of experience working in the Emergency Management/Homeland Security field. <ul style="list-style-type: none"> ○ Our students benefit greatly from the ability of our instructors to provide real-world examples to the education they're providing. ○ We are also able to pull from our team of instructors to branch out and provide different areas of training for Business & Industry partners in addition to our Certificate and Degree program options. • The Emergency Management/Homeland Security program is the only associate's degree program of its type in the State of Kansas. • The program boasts multiple 2+2 programs with EMHS specific options for students to continue their education and achieve both bachelors and master's degrees from other in-state institutions.

- What needs improvement? What barriers exist that limits quality and effectiveness?

<u>WEAKNESSES</u>
<ul style="list-style-type: none"> • We are a small but mighty team. The EMHS program is facilitated with the team effort of 5 people. Each instructor provides instruction and support in multiple areas of the program. • The majority of our adjunct faculty teach multiple classes within the EMHS discipline. If we were presented with additional qualified instructors, we could spread out the teaching responsibilities for our adjunct instructors.

- What opportunities exist to grow and/or strengthen the instructional area?

<ul style="list-style-type: none"> • Because Emergency Management/Homeland Security continues to be an on-going issue in the world we will always have the opportunity for outreach training. We will continue to explore these opportunities where applicable. • According to the Bureau of Labor Statistics (BLS Website) about 1,000 openings for emergency management directors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Emergency Management Directors, at https://www.bls.gov/ooh/management/emergency-management-directors.htm (visited November 15, 2021).) • Another opportunity we can explore is to seek out and establish more 2+2 programs for EMHS students to continue their education after completing our degree program.

- What challenges limit the competitiveness, scope and delivery of the instructional area?

<u>CHALLENGES</u>
<ul style="list-style-type: none"> • We have to continue to stay up-to-date with our curriculum and course offerings in order to keep our students marketable to the workforce once they've completed their educational journey with us. <ul style="list-style-type: none"> ○ This could potentially require us to spend money to purchase newer and updated equipment including: <ul style="list-style-type: none"> ▪ Training simulation equipment • We need to continue to work to market our program and increase the number of participants we serve each year. We can do this by partnering with the Public Relations department to identify where and how we can be most effective with these efforts.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.

1. Increase certificate and/or degree completion rates by 10% for the EMHS program.

a. Here is the current status of this goal:

- (i) AY 2019 – 7 completers; 10% goal was met
- (ii) AY 2020 – 8 completers; 10% goal was met
- (iii) AY 2021 – 11 completers, 10% goal was met

(numbers pulled from Live Student Awards – Power BI)

EMHS COMPLETERS				
	<u>201901-201903</u>	<u>202001-202003</u>	<u>202101-202103</u>	<u>202201-202203</u>
CERT 1	n/a	n/a	pending	0
CERT 2	2	3	4	0
AAS	5	5	7	1

- b. Develop and implement a system to accurately track our student's progression towards completion of the certificate program(s) on the way to completion of the AAS degree.
- c. Michelle Rutherford, Academic Advisor for EMHS/HZMT/OSH, has been doing a great job of tracking and awarding students for their certificates and degrees.
- d. We are able to utilize DegreeWorks to do searches of all students enrolled in our programs and see where they are on credit hours.

2. Continue to increase our business and industry partnerships from 7 to 9 organizations served. We will also continue to maintain current training contracts and pursue new opportunities when available.

- a. Add 2-3 more industry partners for the advisory committee.
 - Requested suggestions for new committee participants at our Advisory Committee meeting facilitated via email on November 16, 2020.
 - i. KS Department of Agriculture EM – Nathan Brown
 - ii. KS Division of Emergency Management – Mark Willis
 - iii. Riley Co. Emergency Manager – Russel Stukey

3. Develop and begin to offer opportunities for our students to receive real-world experience through classroom projects or internship opportunities. Currently we do not have any opportunities for our students so we'll start with seeking out 1-3 options for the students in the coming year.

- a. Currently working on the purchase of Virtual Reality simulation equipment/software to use in classes for hands-on experience in workplace settings.
 - 6 Headsets received. Working through DEMO software with PIXO V/R.
 - Perkins funding for software was awarded.

- Were they completed and if so, what was the outcome?
 - **Goal #1** – While this goal could be marked as completed because we did increase our completion rates by 10% each academic year, I would also mention that this goal will never be fully complete as we will continue to strive for growth each year.
 - Because of this, we will continue this goal to the next review period.
 - **Goal #2** – We were successful in adding 3 new members to our Advisory Committee for the EMHS program.
 - While this is a good goal to continue to add to, I have not continued it to the next review period. I will still plan to continue to add to our Advisory Committee members without having it as a formal goal.
 - **Goal #3** – We are still working on completing this goal. The virtual reality options are in process but not complete.
 - We have not had success finding internship opportunities for our students but I'm hopeful that we'll be able to integrate classroom project opportunities for students in the coming year. I am not carrying this goal over to the next review period because we're putting a focus on Assessment for that period. But we'll continue to work towards adding more real-world/VR experiences for our students.

- Please identify goals for the 2021-2023 timeframe.
 - Increase certificate and/or degree completion rates by 10% for the HZMT program.
 - Track the success of students completing the program utilizing the multiple exit points established with the addition of the CERT1 programs starting in fall 2021.
 - Continue growth in the HZMT program by increasing for credit enrollments and non-credit (revenue generating) enrollments by 10% each year over the next 2 academic years.
 - Numbers will include both credit and non-credit (revenue generating) enrollments to track the actual number of students served each year through degree programs as well as business & industry offerings and Grant funded training.
 - Increase Program Assessment success percentages to 85% success across all Program Learning Outcomes assessed for the EMHS program.

- What resources and/or support are needed to accomplish the goals?
 - Goal #1 – No additional resources/support are identified at this time.
 - Goal #2 – We can continue to partner with Institutional Research (IR) to develop additional reports that may be identified as necessary to track enrollments for the EMHS program. No additional reports are required at this time but future needs will be addressed when they are identified.
 - Goal #3 – We will provide more in-depth professional development opportunities for our adjunct faculty members relating to Program Assessment. This additional training will be sufficient to support the plan for this goal.

- What are the recommended actions to achieve the goals?
 - GOAL #1 – We will continue to monitor the progress of our current students in the program and get new students set up with the tools they need to complete their designated program as efficiently as possible.
 - GOAL #2 – We will continue to work with the Public Relations (PR) department to promote the EMHS program to all avenues available and ensure that proper tracking is occurring of current classes to capture all of our enrollment data (both credit and non-credit) over the next 2 academic years.
 - GOAL #3 – The adjunct faculty will continue to be reminded of the program assessment efforts within the EMHS program. Additionally, program assessment results from each semester of classes will be shared with instructors and we will have them work adjustments of their instructional plan into their curriculum planning to ensure student learning is occurring on all levels. This will also connect the link from the instructor to the student and back to the instructor.

Review Summary

Instructor & Coordinator/Department Chair Comments

Non-applicable

Executive Director/Director/Coordinator Comments

The enrollments for the EMHS program have fallen off a bit over the past year. We plan to work diligently to work toward an upward trend in the coming year and work towards a continual increase in numbers. The EMHS program continues to be self-sustaining because of the combined efforts of this program and the HZMT program through grant and contract income we have secured. We will continue to seek out additional funding resources as well as maintain the current sources we have in place. The ability to offer our new certificate options will provide our students with multiple pathways in this career field and should also provide us with more completers to report. Our ultimate goal is to continue to record positive movement towards attaining our goals. This will contribute to another successful year and keep us on track with overall program success.

Dean Comments

Your instructional review is informative and has provided a good overview of the inner workings of the EMHS program. I support and recommend approval of the three goals you've identified. The EMHS program is currently self-sustaining but the dip in headcount/enrollment from 2019-20 to 2020-21 could be a cause for concern. You are always looking for ways to innovate and are dedicated to seeing the program and the students you service succeed. I'm optimistic that the changes you've made to the certificates will provide an increase in headcount/enrollments via students looking to change careers and get back into the workforce sooner than later. Thank you for your effort in completing this instructional review.

Non-applicable

Instructor & Coordinator/Department Chair

Kindsay Holmes

Executive Director/Director/Coordinator

Kurtis Teal

Dean

Date

12/09/2021

Date

12/09/21

Date

Vice-President's Response

Thank you for submitting the Emergency Management/Homeland Security instructional review. You have provided a thorough and well-written report that provides insight into the operations of the program. I applaud your passion for this program and your commitment to its success.

Thank you for your attention and commitment to assessment! And, for your use of data to help manage the program. I applaud all of your partnerships and particularly am excited for the collaboration occurring with the Information Technology program via the WTCE Division.

The acknowledgement of enrollment challenges combined with goal-setting further exemplifies good management. I support the following goals.

- Increase certificate and/or degree completion rates by 10% for the HZMT program.
 - Track the success of students completing the program utilizing the multiple exit points established with the addition of the CERT1 programs starting in fall 2021.
- Continue growth in the HZMT program by increasing for credit enrollments and non-credit (revenue generating) enrollments by 10% each year over the next 2 academic years.
 - Numbers will include both credit and non-credit (revenue generating) enrollments to track the actual number of students served each year through degree programs as well as business & industry offerings and Grant funded training.
- Increase Program Assessment success percentages to 85% success across all Program Learning Outcomes assessed for the EMHS program.



1/7/22

Vice-President of Instruction

Date